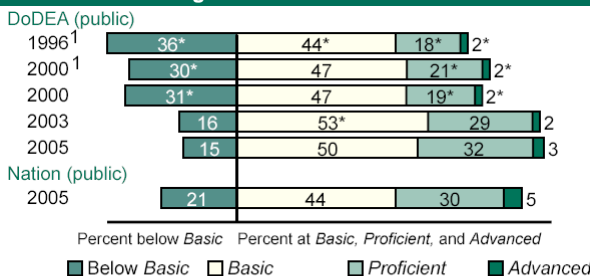


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for DoDEA

- In 2005, the average scale score for fourth-grade students in DoDEA was 239. This was higher¹ than their average score in 2003 (237), and was higher than their average score in 1996 (224).
- DoDEA's average score (239) in 2005 was higher than that of the Nation's public schools (237).
- Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in DoDEA were higher than those in 19 jurisdictions, not significantly different from those in 17 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in DoDEA who performed at or above the NAEP *Proficient* level was 35 percent in 2005. This percentage was greater than that in 2003 (31 percent), and was greater than that in 1996 (19 percent).
- The percentage of students in DoDEA who performed at or above the NAEP *Basic* level was 85 percent in 2005. This percentage was not significantly different from that in 2003 (84 percent), and was greater than that in 1996 (64 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP mathematics achievement levels correspond to the following scale points: Below Basic, 213 or lower; Basic, 214–248; Proficient, 249–281; Advanced, 282 or above.

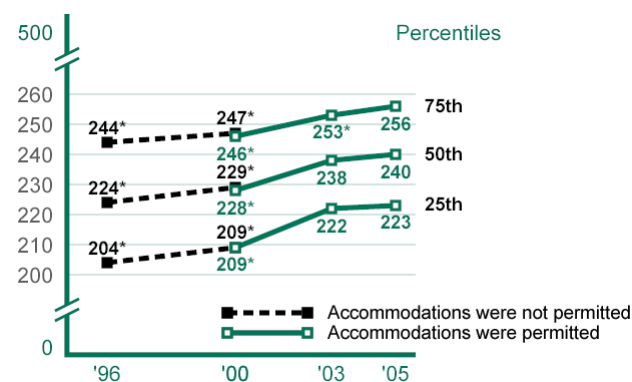
Performance of NAEP Reporting Groups in DoDEA

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	49	241	14	86	38	4
Female	51	237	17	83	31	2
White	47	245 ↑	9	91	46 ↑	5
Black	20 ↓	227	27	73	15	#
Hispanic	14	235	18	82	28	2
Asian/Pacific Islander	7	239	15	85	32	3
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	#	‡	‡	‡	‡	‡
Not eligible for free/reduced-price school lunch	#	‡	‡	‡	‡	‡

Average Score Gaps Between Selected Groups

- In 2005, male students in DoDEA had an average score that was higher than that of female students by 4 points. In 1996, the average score for male students was higher than that of female students by 3 points.
- In 2005, Black students had an average score that was lower than that of White students by 19 points. In 1996, the average score for Black students was lower than that of White students by 22 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 10 points. This performance gap was narrower than that of 1996 (17 points).
- Data are not reported for Not eligible students for free/reduced-price school lunch in 2005, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 33 points. This performance gap was narrower than that of 1996 (40 points).

Mathematics Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (2% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1996–2005 Mathematics Assessments.